



**Woodlane High School**

achieving success in a nurturing environment

# **Admissions Policy**

**Updated: January 2026**

**Next Update: January 2027**

Admissions to Woodlane are overseen by the London Borough of Hammersmith & Fulham SEND. Our current admission number is for 100 pupils, inclusive of all pupils.

### **Admission Guidelines:**

- Pupils admitted to Woodlane High School will in nearly all cases have an Education and Health Care Plan (EHCP). However, in exceptional circumstances, a child may be admitted on a Local Authority (LA) funded assessment placement.
- The school is not currently equipped/resourced to meet the needs of pupils who have significant social, emotional, mental health and behavioural difficulties or significant/severe learning difficulties as their primary special educational need. Pupils' needs are complex and inter-related.
- Pupil assessment evidence will indicate a discrepancy between the child's chronological age and general levels of functioning, e.g. at least in line with the levels outlined in the LA's criteria for statutory assessment.
- The cognitive ability of pupils at Woodlane is usually a number of years below expected attainment for their age. Woodlane uses B-Squared's Progression Steps (through the Connecting Steps assessment tool) to analyse the progress of pupils. On Year 7 entry, pupil attainment usually ranges between Progression Steps 2 - 4, equal to between 3 - 5 years behind age related expectations.
- The child will have received a consistent intervention programme at their current school but their learning progress will be evidenced at a slower pace than the vast majority of their peers.
- The child's needs will be greater than those with EHCPs which can be supported in mainstream schools.
- Woodlane High School meets the needs of a wide range of pupils including, but not exclusive to:
  - Pupils with speech, language and communication difficulties, or selective mutism;
  - Pupils with moderate functioning Autistic Spectrum Disorders (ASD);
  - Pupils who have specific learning difficulties e.g. dyslexia or dyspraxia etc;

- Vulnerable pupils who, for a range of reasons, have failed to thrive in a mainstream setting;
- Pupils with a medical need that makes a mainstream placement inappropriate;
- Pupils whose psychological difficulties (depression, de-motivation, high anxiety, OCD etc.) make a mainstream placement inappropriate;
- Pupils with physical disabilities etc.

***Please note, the needs described above are combined with both pupil attainment expectations and the lower cognitive ability detailed above.***

## **Admission Process**

The school receives a very high number of place consultations, both during the phase transfer and in-year period. It is therefore essential the school has a clear and systematic consultation process which is transparent and fair.

Tours of the school are welcomed, which are led by our administration team. However, please note:

- The school has a comprehensive website which provides a wealth of information, which should be explored before tours are booked.
- Tours must be booked in advance.
- Only one tour is permitted per family.
- We are unable to accommodate meetings with other members of staff, including the SENDCO.
- Families requiring additional support to attend a tour should notify the school in advance, so that reasonable adjustments can be made.

The following information must be provided when booking a tour:

- Full names of ALL adults attending the tour.
- Details of who each adult is in relation to the child.
- Contact number.
- Child's name.
- Child's date of birth.
- Maintaining Local Authority (LA).
- Date of EHCP.
- Reason for visit.

The following is required on the day of the visit:

- ALL adults must present formal photo ID (a passport or driving licence) – adults will be unable to gain entry to the school without this.

## **The process of consultation/admission is the following:**

1. The maintaining local authority (LA) sends the child's paperwork to the school/LBHF SEND.

The school will not accept paperwork emailed or provided by parents or professionals directly, all paperwork must come from the maintaining LA.

2. The Headteacher reviews the paperwork and replies to the school's LA (LBHF), they in turn respond to the maintaining LA, stating whether or not the school can meet the child's special educational needs.

To ensure that responses are consistent, fair, and based on documented evidence, the Headteacher does not liaise with parents or other professionals directly, nor accept paperwork from them. This allows the school to manage a high volume of consultations while ensuring that each decision is objective and equitable. It is therefore essential that the EHCP is up to date and reflects the child's needs accurately.

Parents retain the right to provide information or request a review through the maintaining LA, in line with the SEND Code of Practice. The LA acts as the formal liaison, ensuring parental input is considered while maintaining fairness across all applications.

3. If the Headteacher is unsure if the child's needs can be met, by assessing the paperwork received, a visit/ observation at the child's current school/setting will be made. Alternatively, the child may be invited into Woodlane to spend a specified time at school for a 'taster session'. The school may also consult with support agency partnerships or other relevant professionals.
4. If the Headteacher states that the school cannot meet the needs of the child the maintaining LA will be informed. Contact will be with the maintaining LA only. School staff will not liaise directly with parents or their representatives nor liaise with them to discuss the response.
5. If a place is offered, the maintaining LA will decide if they will name Woodlane in the child's Education and Health Care Plan.
6. If a place is offered, parents have accepted the offer and Woodlane has been named, the school will then make transition arrangements. Direct access to staff is then possible by appointment (see the school's website for [parent](#) and [pupil](#) information on transition).
7. If the school's total pupil population has reached 10% above its published admission number of 100, it is unlikely to offer additional places, as doing so would compromise the safety, wellbeing, and quality of education for children already on roll.

**The Headteacher in consultation with the Local Authority (LA) will decide whether to recommend acceptance, giving attention to:**

- The placement must be appropriate to the child's age, ability, aptitude and Special Educational Needs and Disabilities.
- To safeguard the wellbeing and learning of pupils currently on roll, the school will only admit children whose needs and behaviour can be safely and appropriately supported within the school's resources and staffing. Pupils whose behaviour presents a significant risk of harm to themselves or others will not be offered a place.
- With the efficient use of resources, the school maintains classes of no more than 11 pupils with one teacher and usually one teaching assistant.
- The school's total pupil population will not exceed 10% above its published admission number of 100. Any variation above this limit will only occur in accordance with Local Authority (LA) policy and where it does not compromise the safety, wellbeing, or quality of education for existing pupils.

**Where there are more referrals than places (which is usually the case), places will be allocated in accordance with the following over subscription criteria:**

1. Children who, at the time of admission, are in the care of a Local Authority (LA) or are provided with accommodation by the authority (looked after children). Also, children who were previously looked after but ceased to be so because they were adopted, or became subject to a residence order or a special guardianship order.

*A looked-after child is defined in Section 22 of the Children Act 1989.*

2. Exceptional need.
3. Distance from home to school.

### **Right of Appeal**

If you are unsuccessful you may ask the LA for the reasons for the refusal of a place. Unsuccessful applicants have a right of appeal to an Independent Appeal Panel. Further details will be included in the notification letter from the LA.

**Informal appeals are not accepted directly from parents/professionals/representatives.**

### **In-Year Admissions**

An 'in-year admission' is made:

- When applying to Woodlane outside the normal admissions round and at a time when your child should already be attending secondary school.
- If you have recently moved, you have arrived from another country, or you want to transfer your child to Woodlane.

In-year applications are made directly to the LA and the processes outlined above will be followed.

### **Transition Arrangements**

If a pupil is offered a place at Woodlane we have a dedicated transition programme to ensure the change/reintegration is as smooth as possible. Please see the school's website for [parent](#) and [pupil](#) information.